DOCUMENT RESUME

ED 042 758 24 TE 002 002

AUTHOR	Williams, Frederick; And Others
TITLE	Correspondence between Semantic Differential Ratings of Children's Speech and Speech Anticipated upon the Basis of Stereotype. Technical Report.
INSTITUTION	Texas Univ., Austin. Center for Communication Research.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-0-0336
PUB DATE	Aug 70
GRANT	OEG-0-70-2868(508)
NOTE	13p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.75
DESCRIPTORS	Culture Conflict, Discourse Analysis, Educational Research, *Ethnic Stereotypes, Evaluation Criteria, *Expectation, Predictive Validity, Rating Scales, *Socioeconomic Status, *Speech, Speech Evaluation, *Teacher Attitudes

ABSTRACT

In this study, the judgmental ratings that 15 teacher-subjects made of the two-factors of "confidence-eagerness" and "ethnicity-nonstandardness" in children's speech are compared to their presumptions of the speech behavior expected from children from certain ethnic and social status groups. In a pre- and post-test experiment using written stereotyped descriptions of ethnic and social status, the teacher subjects were asked to predict the speech performance of children from six ethno-status groups--Black middle and lower, Mexican-American middle and lower, and Anglo middle and lower. The results of these ratings were then compared to the subject's ratings on a semantic differential scaling of the video-taped speech of six 11 and 12 year old boys from these six ethno-status groups. (See TE 002 000 and TE 002 001.) Although some deviations were found, the subject's ratings of both the stereotyped descriptions and the video-taped speech samples corresponded closely to each other. (Tables include the scales used to index the two-factor model, ethno-status stereotype descriptions, and graphic representations of the ratings of confidence-eagerness and ethnicity-nonstandardness.) (JM)

BR 0-0336
PA 24

CCR COMMUNICATION RESEARCH NOTES
an occasional publication of the
CENTER FOR COMMUNICATION RESEARCH
School of Communication / The University of Texas at Austin / Austin, Texas 78712 (512/471-1095)

TE/0

TECHNICAL REPORT AUGUST, 1970(C)

ED 042758

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CORRESPONDENCE BETWEEN SEMANTIC DIFFERENTIAL RATINGS OF CHILDREN'S SPEECH AND SPEECH ANTICIPATED UPON THE BASIS OF STEREOTYPE

FREDERICK WILLIAMS
JACK L. WHITEHEAD
JANE TRAUPMANN

THIS RESEARCH WAS PERFORMED
UNDER U.S. OFFICE OF EDUCATION
GRANT OEG-0-70-2868(508)

TE 002 002

PURPOSE

The goal of this study was to undertake some initial exploration of the degree to which teacher-Ss' ratings of videotape samples of children's speech would correspond to ratings of the speech that teachers might presume to hear from children of certain ethnic and social status groups. Previous research (Naremore, 1969) suggested that teachers, in being highly consistent with themselves in their ratings of the speech of different children, may have been reporting their stereotypes rather than detailed judgments of those children. Elsewhere (Williams, 1970) this speculation has been extended to the thesis that teachers' judgments of children's speech can reveal the social stereotypes associated with children of different ethnic and social status groups. In the present research, it was assumed that a teacher's rating of the speech that she would anticipate from a child who was described to her in terms of ethnic and social status characteristics would represent a close approximation to that teacher's stereotype. Accordingly, the question then was whether ratings obtained under such conditions would correspond to ratings obtained when the teacher judged the speech of a child selected *a priori* to represent a specified ethnic and status group.

METHOD

Subjects

Ss were 15 teachers and prospective teachers from three upper division and graduate summer courses in the Department of Speech at the University of Texas. All but two of the Ss had had some teaching experience. Fourteen of the Ss were Anglo, one was Black. There were five males and ten females in the group.

Materials

Stimulus tapes. A set of six two-minute videotape stimuli was prepared, one for each of six ethno-status groups, Black-Middle (BM) and Lower (BL); Mexican-American-Middle (MM) and Lower (ML); and Anglo-Middle (AM) and Lower (AL). The stimuli were edited from black-and-white videotaped interviews of 11 and 12 year-old fifth and sixth grade boys who were representative of the six ethno-status groups, as drawn from the Austin, Texas area. The interviews, conducted in a living-room-like atmosphere by an Anglo woman identified as a teacher, centered around two probes designed to elicit continuous discourse. The probes were: "Tell me about the television programs you like to watch," and "Tell me about the games you like to play." Thus each two-minute test tape contained either a boy's description of his favorite television program or a game he liked to play.

Semantic differential. Scales selected for use were derived from previous research (Williams, Whitehead, and Traupmann, 1970a). The judgmental model of confidence-eagerness and ethnicity-nonstandardness was indexed by scales 1 to 5 and 6 to 10 respectively in Table 1. Scales 11 to 15 were filler items. These scales were individually printed on Hollerith data cards which were prepunched to facilitate subsequent collation and scoring. Whereas the individually printed scale cards were used in a condition where the S saw videotaped stimuli, the scales used with stereotype descriptions were printed in randomized order on an 8½ by 11 inch page.

Stereotype descriptions. Six brief descriptions for the ethnic and status groups of children represented in the videotapes were

composed for use in eliciting Ss' stereotypes. These are presented in Table 2. All six descriptions were printed on a single page of a booklet and followed by six pages of semantic differential scales.

Procedure

In an average of one week's time before participation in the videotape presentation, subjects were visited in their classes and were requested to fill in the stereotype response booklets described above. This was also done between three and five days after the experiment. No mention was made of stereotyping and the like when Ss were requested to complete the response instrument. The explanation was simply that the researchers were attempting to study the degree to which teacher-Ss would agree in terms of the speech associated with types of children.

Videotape testing was undertaken individually with the Ss where each S was given the opportunity to control the stimulus presentation and the order in which he chose to fill in the 15 cards. This procedure was undertaken because of dual testing for another experiment, and further details are reported elsewhere (Williams, Whitehead, and Traupmann, 1970b).

Scale quantification was undertaken by assigning a one to seven value beginning with the adjective for each scale indicated in Table 1. Factor scores were calculated as the sum of scales 1-5 for Factor I, confidence-eagerness, and 6-10 for Factor II, ethnicity-nonstandardness. The data were subjected to a two-by-three-by-three-by-two analysis of variance with the above summation score as the dependent variable.

RESULTS

All four of the three-way interactions in the analysis of variance results were statistically significant. These results prompted a direct interpretation of the means involved in these interactions that would be pertinent to the purpose of the study. That is, what would be the differences, if any, between the responses to stereotype conditions and the videotape stimulus condition, and how would these differences (or lack of same) vary as a function of child ethnicity, child status, and judgmental factor? Figures 1, 2, and 3 display the mean comparisons used to answer the above questions. Multiple mean comparisons incorporated protection levels based upon a modification of the Duncan Multiple Range procedure (Duncan, 1955), and significance was interpreted at the $p<.05$ level.

Black Children (Figure 1)

For one thing, the middle and low status groups of children (videotape and stereotype stimuli) were rated significantly different from each other, and in the anticipated direction. Among the stimuli representative of low status conditions, there were no statistically significant differences among videotape and the two stereotype stimuli. In the case of the middle status cluster, however, the Factor II rating of the videotape of the middle class black child was significantly different from the two stereotype ratings, which were not different from each other. This difference was in the direction of the videotape being rated as more ethnic and nonstandard than the stereotypes.

Mexican-American Children (Figure 2)

Again, the two status groups were rated significantly different from one another and in the anticipated direction. In these results, however, both the middle status and lower status videotapes were rated significantly different from their stereotype counterparts. In the case of the middle status cluster, the videotape stimulus was rated lower in confidence-eagerness (Factor I) than the pre-exposure stereotype. In the lower status cluster, the videotape stimulus was rated as less ethnic and nonstandard (Factor II) than the stereotype stimuli. In both status clusters, the two stereotype stimuli were not significantly different from one another.

Anglo Children (Figure 3)

As in the above two analyses, the two status groups were differentiated in the anticipated direction. There were no statiscally significant differences among the middle status stereotype and videotape stimuli. However, the videotape stimulus in the lower status cluster was rated significantly less ethnic and nonstandard (Factor II) than the two stereotype stimuli.

Some Overall Generalizations

In overview, across all three ethnic groups, status differentiations were significant, were in the anticipated direction, and had generality relative to the stereotype and videotape stimulus conditions. In all analyses, there were no significant differences between ratings of the pre- and post stereotype stimuli.

DISCUSSION

The primary finding of this research was that with some exception, ratings of stereotyped descriptions of children and their videotape speech samples often corresponded in terms of the two judgmental dimensions, confidence-eagerness and ethnicity-nonstandardness. Although some differences between stereotype and videotape responses were found, this never involved more than one judgmental dimension in a particular comparison. In fact, assuming that the stereotypes were essentially the same between the pre- and post conditions, this would make a total of 12 comparisons between videotape and stereotype, four of which showed significant differences. On the other hand, however, even when stereotype and videotape stimulus were different, both still showed significant contrasts in all cases between the middle and low status stimulus groups. In short, even though the videotape stimulus was sometimes discrepant from the stereotype stimuli, status differentiations were still maintained.

A secondary finding was the high constancy of an almost exact correspondence between pre- and post stereotype ratings. This is evidence of the stability of such ratings across time (up to two weeks) and even in the face of intervening experience with the videotapes. An implication of this finding is that the stereotype may be quite resistant to change. However, use of the present two-factor model would provide a means for measuring such change as it might be prompted by the manipulation of experiences with videotapes or even the actual children.

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TABLE 1. Scales used to index the two-factor model and fillers.

1. THE CHILD SEEMS: *reticent-to-speak--eager-to-speak
2. THE CHILD SEEMS: *hesitant--enthusiastic
3. THE CHILD IS: active--passive*
4. THE CHILD SEEMS TO: enjoy--dislike TALKING*
5. THE CHILD SEEMS: *unsure--confident
6. THE CHILD SEEMS CULTURALLY: *disadvantaged--advantaged
7. THE CHILD SOUNDS: Anglo-like--does not sound Anglo-like*
8. LANGUAGE SPOKEN IN THIS CHILD'S HOME IS PROBABLY: standard American style--marked ethnic style*
9. THE CHILD'S HOME LIFE IS: very similar--very different FROM YOURS WHEN YOU WERE HIS AGE*
10. THE CHILD'S FAMILY IS PROBABLY: *low-social-status--high-social-status
11. THE CHILD SEEMS TO BE: interested--uninterested IN HIS ENVIRONMENT*
12. THE CHILD SEEMS: intelligent--unintelligent*
13. THE CHILD SEEMS: *non-competitive--competitive
14. THE CHILD PROBABLY SPENDS: large--small AMOUNT OF TIME AWAY FROM HOME*
15. THE CHILD IS: determined--not determined IN SCHOOL*

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*The asterisks define the pole of the scale assigned a value of 1.0 in the quantification scheme. The asterisks did not appear on the actual instrument.

TABLE 2. Ethno-status stereotype descriptions.

Student A:	He is a Mexican American boy who comes from a family of 10. His father is a gas station attendant. He lives in a lower class neighborhood.
Student B:	He is Anglo and lives with his mother who is a laundress and his 3 brothers and 1 sister in a lower class neighborhood.
Student C:	He is Anglo and lives in an upper middle class neighborhood. He is the son of a doctor and has two older sisters.
Student D:	He is Black and lives in an inner city ghetto area. His father is a truck driver and his mother is a factory worker. There are 8 children in the family.
Student E:	He is Mexican-American living in an upper middle class neighborhood. His father is a professor at the University and his mother is a high school teacher.
Student F:	He is Black and the son of a professor of sociology at the University. He lives in an upper middle class neighborhood.

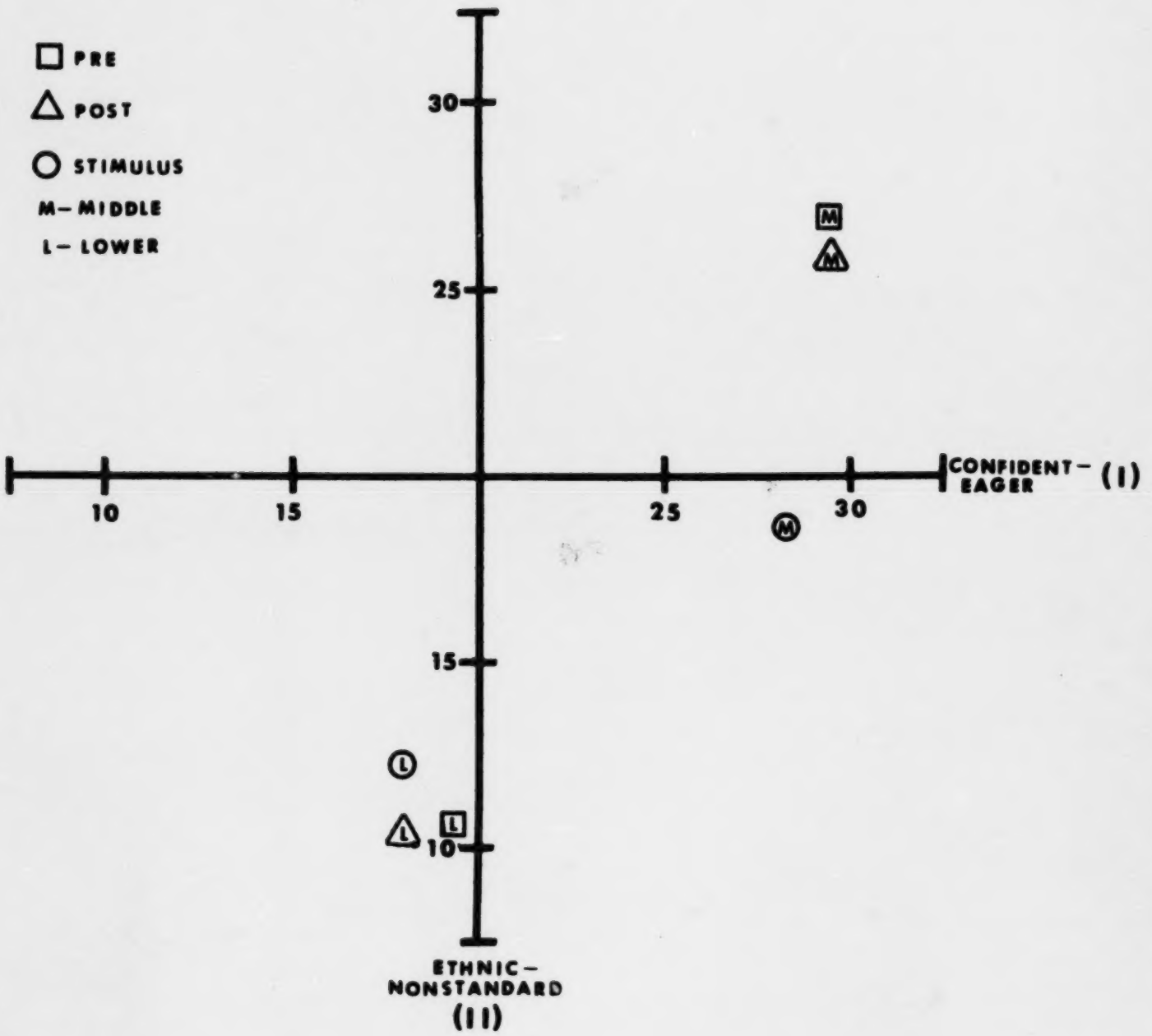

Figure One. Blacks.

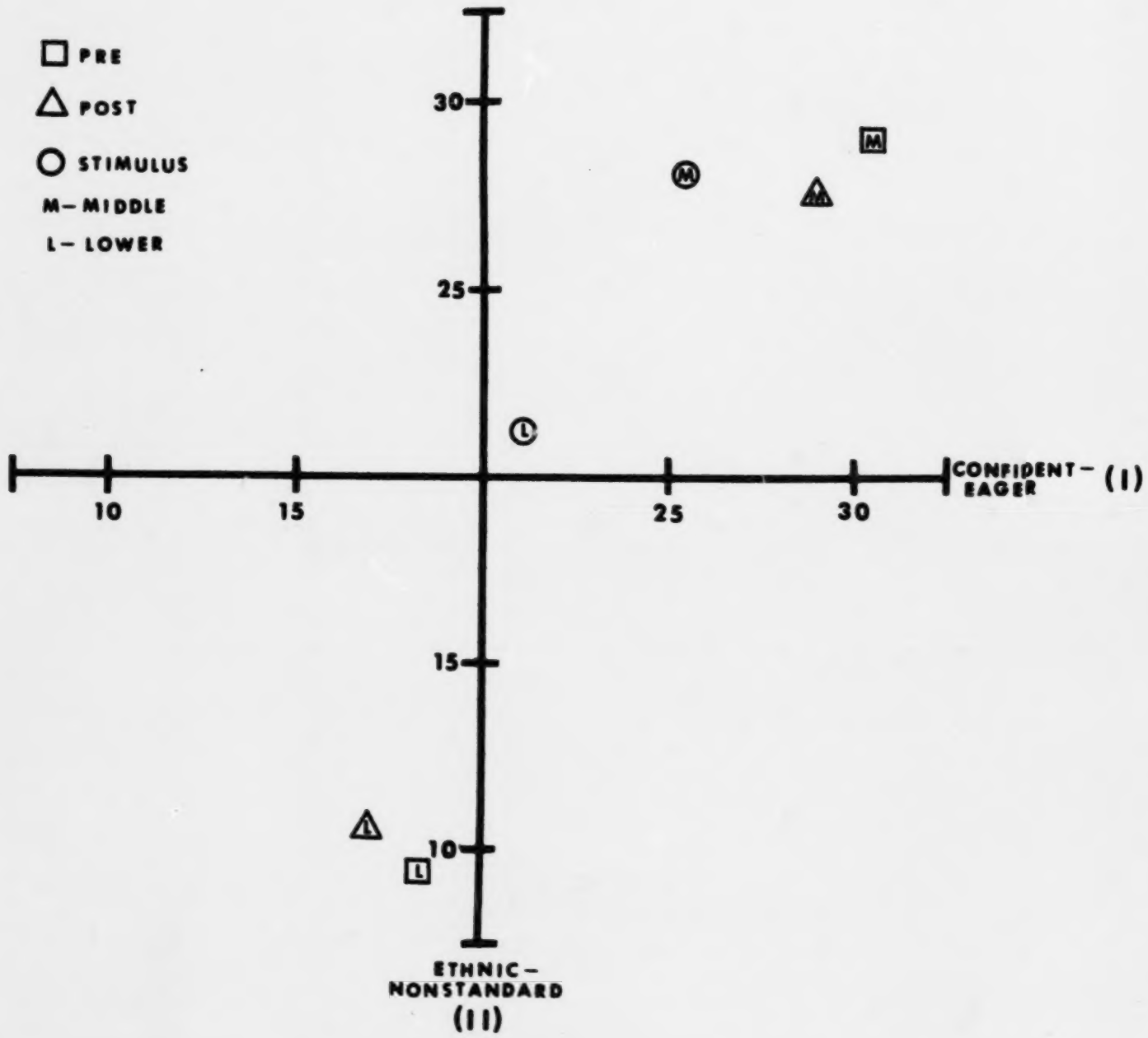

Figure Two. Mexican-Americans.

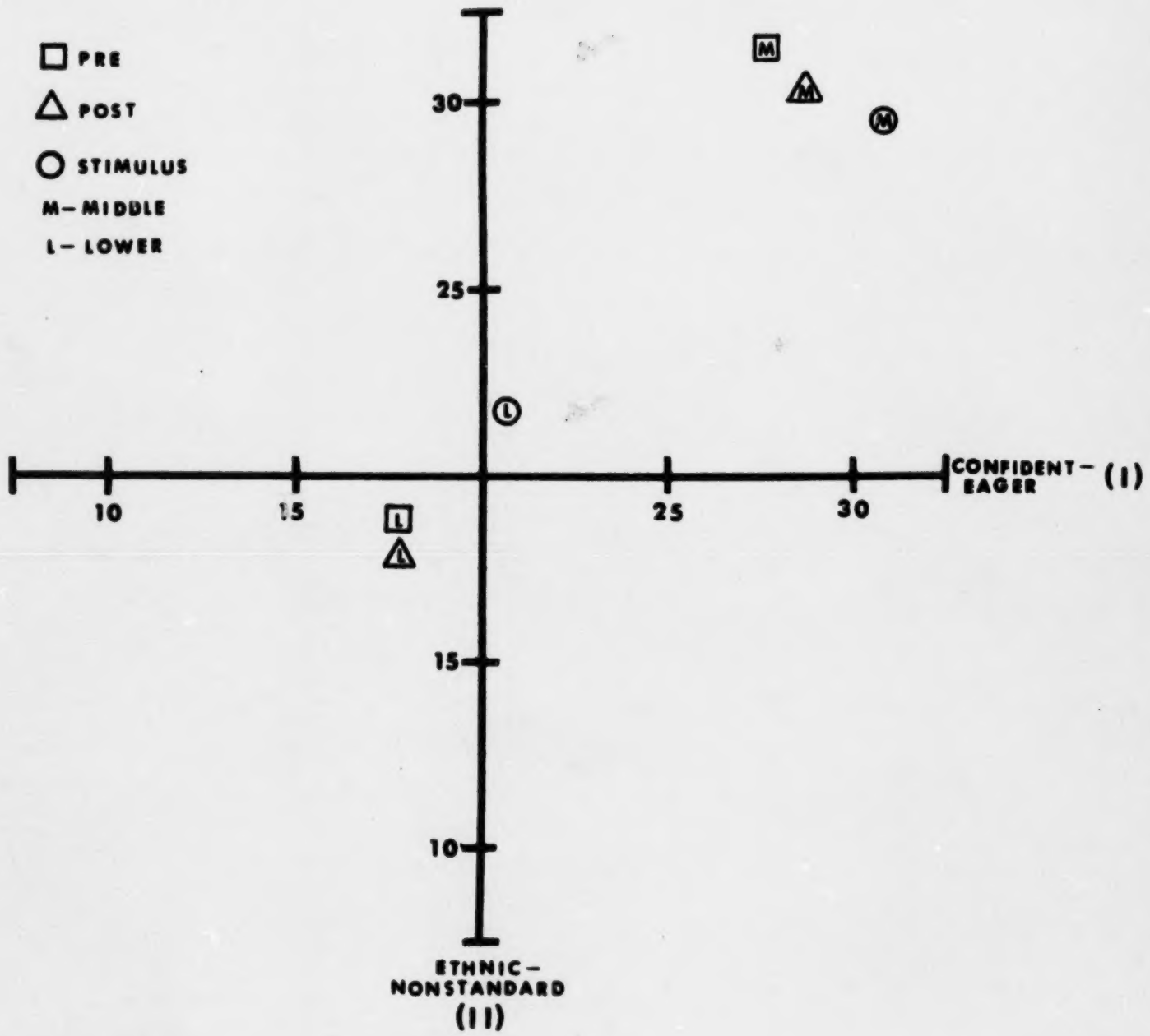

Figure Three. Anglos.